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ВНЕДРЕНИЕ СИСТЕМЫ УПРАВЛЕНИЯ НА БАЗЕ ШКОЛ: ИСТОРИЧЕСКИЙ ОБЗОР

Аннотация. Децентрализация - это передача ответственности с центрального уровня другим субъектам. ЮНЕСКО определила децентрализацию как “процесс передачи полномочий по принятию решений, ответственности и задач с более высокого уровня на более низкий организационный уровень”. Децентрализация в образовании - это процесс, в результате которого полномочия и ответственность перешли от центрального правительства к школам. В соответствии с этим децентрализация в управлении образованием прокладывает путь к перераспределению полномочий и ответственности, которые связаны с целью укрепления государственной системы образования. Хотя существует множество стратегий реализации концепции децентрализации в школьной системе, система школьного управления (SBM) является очень важным методом управления. В этой статье в основном рассказывается об историческом обзоре внедрения школьного менеджмента. Для достижения эффективности и результативности в системе школьного управления управление на базе школы является неизбежным управленческим процессом. Во всем мире она имеет долгую историю внедрения и имплементации в систему школьного управления. Особенно, когда мир переживает сложные времена, это помогает систематически укреплять систему управления школами, поощряя все заинтересованные стороны системы школьного управления.

Ключевые слова: Децентрализация, Школьное управление, Результативность, Действенность, Заинтересованные стороны школьного управления.

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IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT: A HISTORICAL OVERVIEW

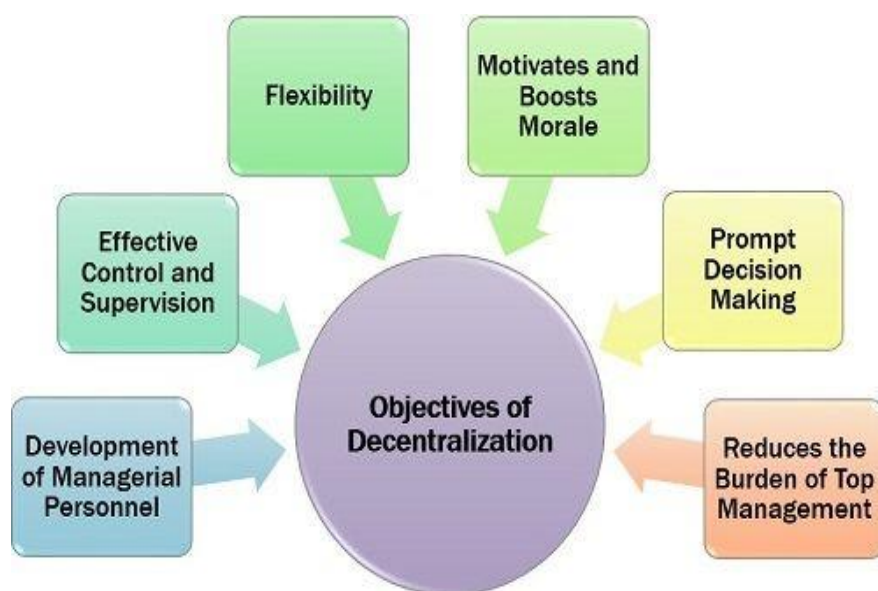
Abstract. Decentralization is the transfer of responsibilities from the central level to other actors. UNESCO defined decentralization “The process of transferring decision -making power, responsibility, and task from higher level to lower organizational level”. Decentralization in education is the process which has moved authorities and responsibilities away from central government towards schools. In accordance with that, decentralization in educational administration and management paves the way to realign the authority and responsibilities which are associated with an aim of strengthening public education system. Though there are many strategies to implement decentralization concept in the school system, school-based management (SBM) system is a very important management technique. This article mainly explains about the historical overview of implementation of School-Based Management. To achieve effectiveness and efficiency in school management system, school-based management is inevitable management process. Over the world, it has a long history in introduction and implementation in school management system. Especially, when the world faces challenging time, it helps to strengthen the management system of schools in a systematic manner encouraging all stakeholders of school management system.

Keywords: Decentralization, School-Based Management, Effectiveness, Efficiency, Stakeholders of School Management

What is Decentralization?

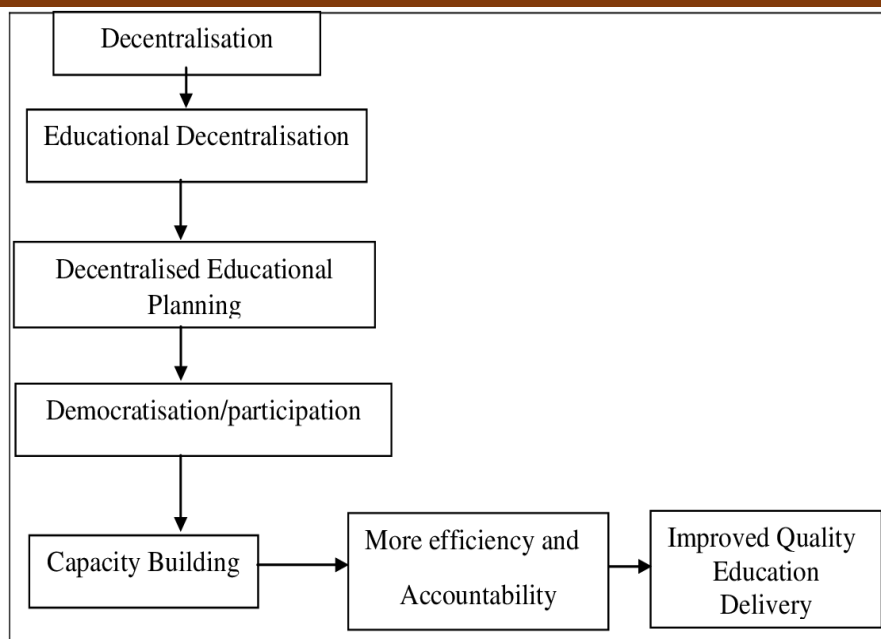
Decentralization is a concept which is used in broad areas in line with the ideas of allocation of tasks and responsibilities among the stakeholders. In education decentralization is a very key concept in effective and efficient management activities. Decentralization is the transfer of responsibilities from the central level to other actors. UNESCO defined decentralization “The process of transferring decision-making power, responsibility, and task from higher level to lower organizational level”. Decentralization in education is the process which has moved authorities and responsibilities away from central government towards schools. In accordance with that, decentralization in educational administration and management paves the way to realign the authority and responsibilities which are associated with an aim of strengthening public education system.

Decentralization objectives in education system help to establish a strong management at school levels. The following image clearly explains the major objectives of decentralization.



Source from: <https://theinvestorsbook.com/decentralization.html>

Based on the objectives of decentralization, it occurs aiming at improved quality education in the field of education. The image below depicts that how decentralization occurs at schools. From implementing the concept decentralization, it will last up to improved quality education.



Source from: <https://www.fao.org/3/Y2006E/y2006e05.htm>

Moreover, to explain the punction of decentralization, after implementing decentralization in education system, decentralized educational planning activities will be occurred in education system. From that, participation of stakeholders will be improved. When there is a good participation capacity building ability of stakeholders would be in high rate. Through good staff development, more efficiency and accountability will be achieved as educational outcomes. Finally, decentralization will pave the way for an improved quality education delivery. Therefore, decentralization process in educational management is described under the term “School- based Management”.

Understanding the concept School-Based Management

School-based management is a new and increasingly popular idea of the decentralization process in the education area around the world (Abulencia,A., 2012). Moreover, Caldwell (2005) defined School-based management is the decentralization of authority from the central government to the school level. UNESCO (2012) defined SBM as the way of measuring the degree of centralization and decentralization to ask where the decisions are made on these areas; core curriculum; school construction; school location; school maintenance; teacher compensation and teacher recruitment; and text book selection.

School-based management (SBM) has many different names including site-

based management, School-sited autonomy, school-sited management, school centered management, Decentralized management, school-based budgeting, site-based decision - making, responsible autonomy, school-lump sum budgeting, shared governance, the autonomous school concept, school-based curriculum development, and administrative decentralization (Abulencia, A,2012).

Six dimensions of School -Based Management

There is main six dimensions that clearly explain the main purpose of School-Based Management. According to Crisfrusa, 2012, the six dimensions are clearly explained as follow,

School leadership- Every school must be led by a school head. He/She is expected to provide strong, dynamic, innovative, and competent leadership in promoting and sustaining quality education.

Internal Stakeholders- Internal stakeholders are the school heads, teachers, students and parents of students and their associations who directly work for the improvement of school performance. Their inputs about the school's strengths, weaknesses, threats, and opportunities are necessary in the agenda for school improvement.

External Stakeholders- External stakeholders are composed of community members, people from non-governmental organization or NGOs, and the local government officials who have a stake in the education of the children. Their participation in the strategic planning for school improvement and attainment of learning outcomes is crucial. Aside from helping generate additional resources for the formulation and implementation of the School Improvement Plan, they should also be involved in the monitoring and evaluation of learning outcomes.

School Improvement Process -The School Improvement Process puts in place a continuing systematic method of upgrading the delivery of educational services at the school level. It involves analysis of school needs, planning and implementing appropriate actions. It calls for a mechanism that would ensure accessibility to quality education. It also involves comparing and analyzing one's practices with other SBM practitioners in the country.

Resource Management- Allocating, sourcing, and managing resources is a major dimension of SBM. Resources could be human, material, and financial which are necessary for school operation. With so much to do and with very limited resources, the need for resource generation, its judicious allocation and utilization is imperative. Financial resources of schools may come from the General Appropriations Fund, regular Maintenance and Other Operating Expenses (MOOE), local government allocation, Special Education Fund (SEF), community contributions, grants, and other income-generating projects.

Performance accountability-The school heads' periodic reporting to stakeholders of school performance especially learning outcomes of students is crucial. Communicating the school's real situation such as learning outcomes, financial status, issues, and concerns would generate more support from the external stakeholders for the School Improvement Plan.

History of School-Based Management

The history of School-Based Management is very important in the system of school management. Because, since this was started it has paved the ways for effective and efficient management system. The history of School-based management which is on the basis of cooperating, decentralizing and empowering the school workers goes back to 1960. SBM is a managerial concept offered in America due to the dissatisfaction of the beneficiaries from the suggested services of educational system. The school -based management is adopted along the reforms in educational system, decentralization and devolution to confer more freedom on schools as a strategy to manage themselves. After America, England, New Zealand and many states in Australia are undoubtedly of the first countries which have taken the school-based management over, which has moved on from 1980 to now (Saeid Moradi , Aliakbar Amin Beidokhti , Kourosh Fathi,2016).

Over the past decades, main initiatives and reform efforts have been implemented to arrest these problems. One key response of the national government is the adoption and implementation of SBM -School-Based Management anchored on the decentralization trend of the 70s. SBM, a framework of governance, transfers the

power and authority as well as the resources to the school level on the assumption that the school heads including teachers, key leaders in the community, parents know the root and solution to the problem.

Moreover, School-based management (SBM), is counted as of the new systems and of the evident evolutions of the educational systems during the last two decades.

This evolution is to improve school performance and to promote the quality of education. As the history of education shows the early 1970s is the period when experts and the advanced education reform advocates focused on teaching units including learning-teaching process more than ever, and that is the reason why decentralization, devolution, autonomy, accountability and responsibility is the basis of reform programs in education (Saeid Moradi , Aliakbar Amin Beidokhti , Kourosh Fathi, 2016).

In response to the decentralization trend since the 70's School-Based Management has been adopted by many countries as a national education policy. SBM entices many education managers and experts, because it yields various positive results such as improved academic performance of students, increased participation of parents and the community in the education of the students/children, and more importantly, empowerment of the local school heads, among others.

As an initial step, The World Bank introduced School based management in many developed countries as diverse as New Zealand, United States, United Kingdom, El Salvador, Nicaragua, Guatemala, the Netherlands, Hong Kong, Thailand and Israel. After that, the interest in such a reform of education spread over other parts of the world including developing countries. SBM was introduced with the aim of empowering principals, teachers and strengthening their professional motivation and enhancing their sense of ownership of the schools. Furthermore, SBM is supposed to represent an underlying and systematic organizational change to increase the local presence of four key resources that are power, information, knowledge, skills and performance-based rewards.

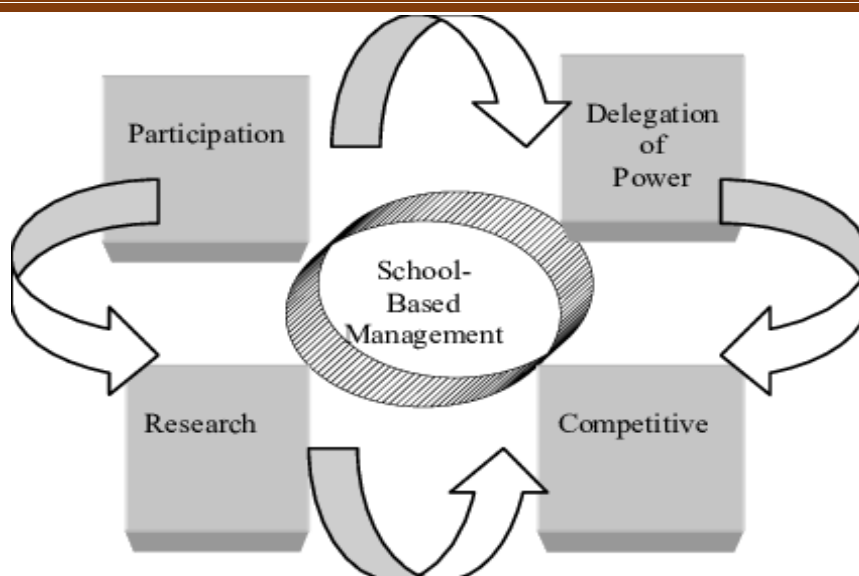
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Reasons for Implementing School-Based Management

Several reasons explain why SBM is widely supported by different policy makers and even governments. One of the main reasons is that principals, teachers and parents are the best people to manage the resources available for education to meet the needs of the wider community. First of all, the implementation of SBM also results in “increased efficiency and innovation in the delivery of education, reduced education bureaucracy, increased responsiveness of schools to the needs of local communities, strengthened accountability and increased engagement with, and financial support for, schools.

Moreover, SBM, when properly and carefully implemented, yields increased community ownership of schools, improves student learning outcomes, and provides more streamlined administration of the education system. More effective use of resources because those making the decisions for each school are intimately acquainted with its needs. A higher quality of education as a result of more efficient and transparent use of resources. In addition to that, SBM helps for the improvement of educational outcomes and for a more open and welcoming school environment because the community is involved in its management. The image below clearly depicts the reasons for the concept of School-Based Management in the school system. Especially, those reasons are participation, delegation of power, research, and competitive. For example, one of the reasons is delegation of power, which helps to decentralize the power of all stakeholders in school management.



Source from: https://www.researchgate.net/figure/The-effects-of-school-based-management_fig1_234664928

Conclusion

The history of School-based management is on the basis of cooperating, decentralizing and empowering the school workers in school management and it goes back to 1960 up to now. With broad history of School-Based Management, School-Based Management has paved the ways to improve school management in the world.

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